

A Assessment *in the* Superkids Reading Program





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Find out more about the different kinds of assessment provided in the Superkids Reading Program.

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To see samples of complete tests, visit our website:

superkidsreading.org

Why Assessment Counts

In order to make informed decisions about instruction and grouping, teachers need reliable, timely information about their students' abilities and progress.

Formative assessments are frequent, on-going evaluations of children's skill development. They allow teachers to keep close watch on children's understanding of recently taught concepts and adjust instruction and grouping to meet individual needs and solve problems that arise. Formative assessments should inform instruction.

Summative assessments are administered less frequently, often at the end of a semester or school year. They give teachers a "big picture" overview of children's understanding



and retention of essential skills taught over a longer period of time and can be useful when reporting children's progress to others.

The Superkids® Reading Program provides frequent formative assessments and periodic summative assessments to help teachers identify difficulties children are having and differentiate instruction accordingly. Assessments are done formally with tests aligned to the instruction and informally through teachers' observations and review of children's daily work. Based on these assessments, teachers can then reteach, reinforce, and extend lesson skills as needed using resources available in each grade of the program.


Informal Assessment



Each grade of the Superkids Reading Program provides a variety of opportunities for teachers to informally assess children’s skills as they complete daily work and participate in classroom discussions. In this way, assessment is seamlessly integrated into instruction, making it easy for teachers to identify individual strengths and weaknesses and troubleshoot problems as they arise. Informal assessments are not treated as tests. Children are encouraged to correct their errors so they can learn from their mistakes in a positive, reassuring environment.

Daily Routines

Every lesson begins with **three quick routines** that allow teachers to informally assess skills taught the previous day or in recent lessons and reteach if necessary. The routines focus on phonemic awareness (kindergarten only), blending and decoding, spelling, handwriting, and writing mechanics (second grade only). Our research indicates that teachers who do the Daily Routines every day see significant gains in children’s skills.


**DAILY ROUTINES:**
Informal Assessment

Phonemic Awareness
Have children name words that begin with /c/ and rhyme with each of the following words:
hop (cup) tall (call)
rub (cub) part (cart)
map (cap) tool (cool)

Dictation
Ask children to write the lowercase letter for the sound at the beginning of the words you say. Tell them to write a capital letter for the names Clifford and Carlos.
cream corner Clifford
grab goffer Carlos

Handwriting
Guide children as they copy C's and c's from the board.
C C c c
C C c c

Kindergarten


**DAILY ROUTINES:**
Informal Assessment

Decoding
Use page 7 of the Big Book of Decoding or write the words below on the board. Have children identify the pattern in each group of words and then read aloud down the columns several times. Define: cash (money), dash (run fast), rash (spots on the skin), hush (turn red in the face), and slash (know mixed with water).
_ash _ush
cash trash hush blush
dash smash rush slush
rash splash crush shush
crash brush

Dictation and Spelling
Dictate the words and sentence. Identify the Memory Words (in red).
trash crash crush brush
He spent his cash.

Handwriting
Have children read the sentences aloud and then copy them.
Rip! Sal checks his pants.
He must stitch on a patch.

First grade

**DAILY ROUTINES**
Informal Assessment

Step 1
★Decoding
Write the words below on the board. Have children read across the rows several times. Then point to the words in any order and have children read them aloud again. Point out that the long a sound at the end of a word is made by ay or ey. Circle may, spray, they, and gray.
brain stain snail trail
may spray they gray
quake flame skate plate




★Dictation and Spelling
straight danger child break
sunlight weekend backpack pancake
Yesterday some children had a great day.
They went to work with a parent.
Today they will explain what they did.




★Writing and Editing
Wen Tac saw a bee, she jently
put her glove over it and calld Tic.
If I saw a bee, ____.

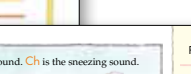
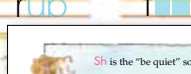

Second grade

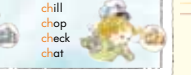
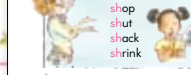

Skill Work




In each grade, **Student Books** or **Word Work Books** provide instruction and practice with letter-sound correspondence, handwriting, decoding, spelling, Memory Words (high-frequency sight words), structural analysis, grammar, vocabulary, and comprehension. Teachers can observe students’ responses during instruction and review completed Student Book or Word Work Book pages to find out who is picking up new skills quickly and who is struggling. Ten-Minute Tuck-In activities and blackline masters provide additional opportunities to informally assess the skills and provide appropriate practice.





scrub rub t





shop shut rag





bug rash fish





chat chin chick





shop bench dish


lunch trash branch


ship chest fish


rash chin chick


shop bench dish


lunch trash branch

Reading and Comprehension

Lessons in the Teacher’s Guides help teachers guide children’s reading and comprehension of **increasingly complex fiction and informational texts**. Working with small groups allows a teacher to listen to and assess each child’s decoding and oral fluency skills and engage the group in the close reading and analysis of texts. Comprehension and vocabulary skills are developed and assessed using the lessons’ discussion questions, think-aloud models, and explicit skill instruction. Teachers can also assess children’s understanding of texts through the writing children do about their reading.




Expressive Writing Assignments

In every grade, children are taught how to write **narratives** (personal and imagined), **informational texts** (labels, lists, facts, research reports, directions), **opinions** (about favorites, reviews of books or TV shows), and other types of texts (poetry, descriptions, correspondence). Teachers assess children’s writing skills by observing them as they write, conferencing with them about their work, and reviewing their writing at different stages of the writing process. Children’s writing also provides information about their vocabulary, grammar, usage, and spelling skills.

Quick Assessments

When a child has weaknesses in a particular skill area, teachers can choose Quick Assessments from the *Superkids Skill-Building Book* to **help pinpoint the problems**. These simple, one-on-one tasks offer a quick way to assess skills in phonics, vocabulary, comprehension, and more.

**Quick Assessments**

See page vi for a list of assessment opportunities for phonics skills in the Superkids program. If further assessment is needed, work one-on-one with a child to complete one or more of these activities. (See pages 240-277 for lists of letter-sounds and vowel sounds.)

Letter-Sounds
• Show pictures and the letters that represent the beginning sounds of the picture names, such as a for ant or b for bug. Copy one letter and sound that have been taught. Have the child match each picture with the appropriate letter(s). Repeat for ending sounds and vowel sounds.
• Once at a time, show the letter(s) for a sound that has been taught. Have the child name the letter(s) and say the sound. If short and long vowels have been taught, show each vowel and ask the child to say an short and long vowel. Repeat for hard and soft c and g.
• Show a few letters that children often confuse, such as j, i, p, or ch, ck, sh. Say a word that begins with one of those letter-sounds and ask which letter(s) stand for the beginning sound.
• Have the child match words that have the same sound spelled differently. For example, show hair, deer, hen. Ask which words have the same vowel sound. (Team, dog)

Blending
• Show nonsense words made up of taught letter-sounds, such as foo, leg, ant, chom, shik, corm, voy. Ask the child to blend the letter-sounds together from left to right. Don't include letters that stand for more than one sound, such as oo or ee.
• Show decodable words one by one. Have the child blend the letter-sounds as you run a finger under the letters. If the child has trouble reading the words you show, try words from earlier units or from the previous grade to use if the difficulty is with a specific letter-sound or the length of the word.

Decoding
• Show decodable picture names and the corresponding pictures. Have the child match the names with the pictures and read each name aloud.
• Show a list of decodable words that increase in difficulty and have the child read the list aloud.
• Show two or three decodable words that look alike, such as bat, bar, bar. Have the child read each word.

**Check and Connect**
Could the kids in the big bubble float away like Jessica did in the fiddliestick story in your Reader? Why not? The bubble would pop. Kids can't float away in or on bubbles in real life. (Distinguish between reality and fantasy)

**Teach comprehension:**
Recognize text structure
Have children describe the question-and-answer structure used in Issue 3. Explain that authors of informational texts can put together, or organize, facts in different ways.

**Read to Learn More**
Start a word list by writing **air** and **liquid** on the board. Read the Story Word aloud and have children repeat it. Help them sound out liquid. Explain that air is what we breathe in and out and liquid is something we can pour into something else. Water, milk, and shampoo are all liquids. Point to the big question and ask what kind of a sentence it is. (a question) Read or have a child read it aloud. Have children tell what the answer might be. Then read aloud or have individuals read aloud the answer and labels. Ask:
Where are the words that explain what a bubble is? the sentence in the white box (Recognize text structure)

**How does the diagram help you understand the answer to the question?** It shows how air gets into a bubble. It also shows what part of the bubble is made of liquid and what part has air in it. In the diagram, the air looks like purple dots. Can you usually see air when you breathe it in and out? no. Explain: The dots and the arrow in the diagram are just there to show you how air gets into the bubble. (Understand diagrams)

**Check and Connect**
How is a bubble you blow with gum like the soap bubble shown here? You blow air into gum and it makes a bubble. The air stays inside the bubble until you pop it. How is it different? The skin of a bubble gum bubble is made out of gum, not soapy liquid. (Compare and contrast)

**What is inside a bubble?** air. (Have children find the label air and look down each line.) Where did the air come from? the boy's mouth. What part of the bubble is made of a thin skin of liquid? the outer part around the air. (Have them find the label liquid and look along each line. Explain: Your skin covers your whole body and holds in your blood. A soap bubble has skin, too. It's made of a sticky liquid that is a mix of water and the soap used to wash dishes or clothes. It holds in the air. Add **skin** to the word list. (Determine important ideas)

Record Forms and Reports

Assessment Books in each grade provide **easy-to-use forms for recording observations** about a child’s abilities in core areas of instruction. **Online reports** (kindergarten and first grade) help teachers monitor children’s progress in the Superkids Online Games and Interactive Library Books.

Student's Name _____ Student Record Form: Informal Assessment

Directions: Observe individual students as they work and record notes about the child's strengths and weaknesses in each skill area. Put dates on your notes so you can assess the child's progress. See page 2 of this book for more information about informal assessment. See page 4 for a list of resources you can use to differentiate instruction.

Core instruction area	Observation dates and notes
Phonics and structural analysis Observe skills during: • Daily Routine for Decoding • Phonics lessons • Related Independent Activities and Ten-Minute Tuck-Ins	
Spelling Observe skills during: • Daily Routine for Dictation and Spelling • Spelling lessons and tests	



Formal Assessments



Formal assessments in each grade of the Superkids Reading Program give teachers a systematic way to evaluate students' understanding of the skills taught in the lessons. Test results can be used to inform instruction and help teachers report on students' progress to parents, administrators, and specialists. The Assessment Books for each grade provide several types of assessments for evaluating students' skills at different times throughout the school year. The assessments for first and second grades use formats like those in standardized tests so children can become comfortable with the test formats in a more relaxed setting.

Initial Assessment

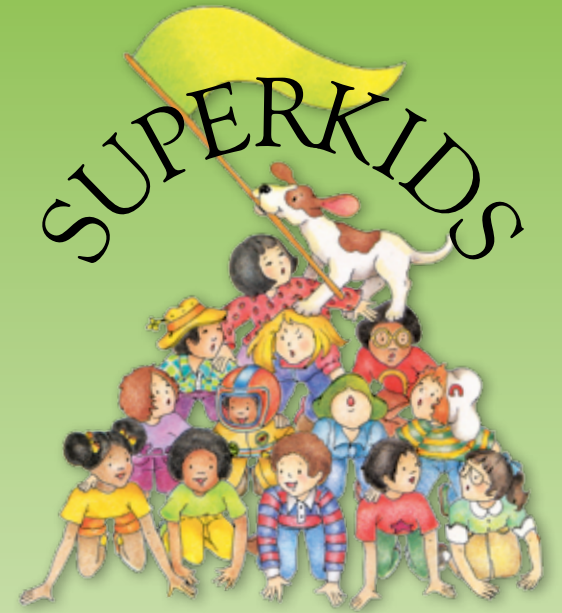
Teachers can formally assess children's skills **at the beginning of the school year** using a test included in the first Assessment Book for their grade. The test for kindergarten evaluates children's readiness to begin formal reading instruction. The tests for first and second grades evaluate children's retention of reading skills taught in the program in the previous grade. Second grade also has tests to assess children's recognition of high-frequency Memory Words (sight words) taught in kindergarten and first grade.

Periodic Assessment

Teachers can regularly assess students' understanding of skills using **Progress Tests** from the Assessment Books. Each test covers skills taught in the units just completed, including letter-sound correspondences, decoding, Memory Word (sight word) recognition, and comprehension. The second-grade Assessment Books also include Fluency Assessments to administer at the beginning, middle, and end of the school year. Student and Class Record Forms help teachers keep track of children's test results so they can plan how to meet the instructional needs of individual students and the class as a whole.

Summative Assessment

Teachers can use an **End-of-Semester Test** to evaluate students' understanding and retention of major skills taught in the semester. Test results help teachers identify students who may need extra support as they begin the next semester of the program.

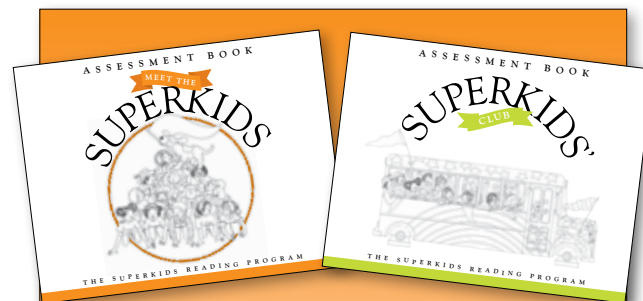


“ I like the sequence of the instruction and the constant assessment with the Progress Tests. Superkids is so effective. It covers *all* the bases! ”

Jennifer Dawson
Teacher, Illinois

Formal Assessments

KINDERGARTEN



The Assessment Books for kindergarten provide reproducible formal assessments, test instructions, answer keys, and Student and Class Record Forms.



See complete tests online at superkidsreading.org.

Readiness Test

Used at the beginning of the school year, this test assesses children's early literacy skills, including:

- shape identification
- picture matching
- marking conventions
- position and descriptive words
- phonological awareness
- letter recognition
- listening comprehension

Progress Tests

These 11 tests, administered periodically throughout the year, assess children's understanding of skills taught in recently completed units. Each test has multiple parts that assess different skills, including:

- phonological and phonemic awareness
- letter recognition
- letter-sound correspondences
- decoding words and sentences
- reading Memory Words (sight words)
- comprehension

End-of-Semester Tests

Used at the end of *Meet the Superkids* and *Superkids' Club*, these tests assess children's mastery of the major skills taught in each semester.

Record Forms













Student and Class Record Forms help teachers monitor children's progress so they can make informed decisions about instruction and grouping.

A close-up portrait of a young boy with short, dark hair, smiling broadly at the camera. He is wearing a blue and white plaid shirt. The background is a solid light blue.

- phonological and phonemic awareness
- letter recognition
- letter-sound correspondences
- decoding words and sentences
- reading Memory Words (sight words)
- comprehension

Name: _____

Adventures of the Superkids Placement Test: Part 3

 l h d o o o	 w v k o o o	 t f c o o o	 j qu k o o o
 k r m o o o	 n r m o o o	 b p v o o o	 k y qu o o o
 h g l o o o	 d t z o o o	 b j d o o o	 s d l o o o

Associate initial consonant sounds and letters ____ /11 (9/11) + ✓ =

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See complete tests online at superkidsreading.org.

Name _____

Part 1: Child fills in the bubble beside the given word.

<p>1</p> <p><input type="radio"/> car</p> <p><input type="radio"/> coin</p> <p><input type="radio"/> corn</p>	<p>1</p> <p><input type="radio"/> stay</p> <p><input type="radio"/> star</p> <p><input type="radio"/> straw</p>	<p>2</p> <p><input type="radio"/> short</p> <p><input type="radio"/> shot</p> <p><input type="radio"/> shut</p>	<p>3</p> <p><input type="radio"/> shark</p> <p><input type="radio"/> shirt</p> <p><input type="radio"/> shiver</p>
<p>4</p> <p><input type="radio"/> dirt</p> <p><input type="radio"/> dust</p> <p><input type="radio"/> drip</p>	<p>5</p> <p><input type="radio"/> bird</p>	<p>6</p> <p><input type="radio"/> fur</p>	<p>7</p> <p><input type="radio"/> toy</p>

More Adventures of the Superkids

Progress Test 3

Name _____

Part 3: Child reads the story and then fills in the bubble beside the answer to each question.

Let's Go!

Lily and Toc were pulling weeds out of the garden. The sky began to get dark, but the girls kept working.

Suddenly, Lily dropped the hose. "Did you hear that rumble?" she asked.


"Yes," Toc said.

"Let's go," said Lily. "It's not safe, and I don't want to get soaked."

"We'll be fine," said Toc. "I want to finish this row."

Then Toc saw a flash streak across the sky. "You're right!" she said to Lily. "Let's run!"

The girls made it to the bus before the rain started. "We missed some weeds, but at least the soil will be moist," said Lily. Both girls giggled.



More Adventures of the Superkids

Progress Test 3

Part 3 (continued)

<p>1</p> <p>Why did the sky get dark?</p> <p><input type="radio"/> It was very late.</p> <p><input type="radio"/> A storm was about to start</p> <p><input type="radio"/> The girls were weeding the garden.</p>	<p>2</p> <p>What did Lily hear rumble?</p> <p><input type="radio"/> A dog</p> <p><input type="radio"/> A fire alarm</p> <p><input type="radio"/> Thunder</p>
<p>3</p> <p>Why did the girls run back to the bus?</p> <p><input type="radio"/> To get out of the storm</p> <p><input type="radio"/> To get the garden hose</p> <p><input type="radio"/> To get away from a big dog</p>	<p>4</p> <p>How did the girls feel when they got back to the bus?</p> <p><input type="radio"/> Grumpy</p> <p><input type="radio"/> Sad</p> <p><input type="radio"/> Glad</p>
<p>5</p> <p>What will make the soil moist?</p> <p><input type="radio"/> The weeds</p> <p><input type="radio"/> The rain</p> <p><input type="radio"/> The girls</p>	<p>Draw conclusions: understand characters _____ /5 (4/5) + ✓ =</p>

These 10 tests, administered periodically throughout the year, assess children's understanding of skills taught in recently completed units. Each test has multiple parts that assess different skills, including:

- decoding words with new letter-sounds
- reading Memory Words (sight words)
- spelling
- structural analysis and grammar
- vocabulary
- comprehension
- expressive writing

Name _____

Part 4: Child reads the sentence and fills in the bubble beside the choice that is the correct answer.

<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-right: 10px;"> <div style="width: 10px; height: 10px; background-color: black; margin: 0 2px;"></div> <div style="width: 10px; height: 10px; background-color: black; margin: 0 2px;"></div> </div> <div> <p>How does a <u>helpful</u> person act?</p> <p><input type="radio"/> He helps others.</p> <p><input type="radio"/> He doesn't help others.</p> </div> </div>	<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-right: 10px;"> <div style="width: 10px; height: 10px; background-color: black; margin: 0 2px;"></div> <div style="width: 10px; height: 10px; background-color: black; margin: 0 2px;"></div> </div> <div> <p>How does a <u>cheerful</u> person act?</p> <p><input type="radio"/> Sad</p> <p><input type="radio"/> Happy</p> </div> </div>
<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-right: 10px;"> <div style="width: 10px; height: 10px; background-color: black; margin: 0 2px;"></div> <div style="width: 10px; height: 10px; background-color: black; margin: 0 2px;"></div> </div> <div> <p>How does a <u>playful</u> kitten act?</p> <p><input type="radio"/> It likes to play.</p> <p><input type="radio"/> It doesn't like to play.</p> </div> </div>	

[Part 4 continued] Child reads the sentence and fills in the bubble beside the word that has almost the same meaning as the underlined word.

Name _____

Part 6: Child plans a story about a slumber party.

<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-right: 10px;"> <div style="width: 10px; height: 10px; background-color: black; margin: 0 2px;"></div> <div style="width: 10px; height: 10px; background-color: black; margin: 0 2px;"></div> </div> <div> <p>The party was fun, so we <u>enjoyed</u> it.</p> <p><input type="radio"/> Hated</p> <p><input type="radio"/> Liked</p> <p><input type="radio"/> Baked</p> </div> </div>	<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-right: 10px;"> <div style="width: 10px; height: 10px; background-color: black; margin: 0 2px;"></div> <div style="width: 10px; height: 10px; background-color: black; margin: 0 2px;"></div> </div> <div> <p>We'll dig in it and plant seeds.</p> <p><input type="radio"/> Fruit</p> <p><input type="radio"/> Tree</p> <p><input type="radio"/> Dirt</p> </div> </div>
--	---

Name _____

More Adventures of the Superkids
Progress Test 4

Title _____

First

Next

Then

Last

Plan a story • • •

Name _____

More Adventures of the Superkids
Progress Test 3

Title _____

First

Next

Then

Last

Plan a story • • •

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Used at the end of *Adventures of the Superkids* and *More Adventures of the Superkids*, these tests assess children's mastery of the major skills taught in each semester.

Pattern Words

ain
pain
rain
train

oat
boat
coat

eat
eat
heat
seat

eep
deep
keep
sleep

Memory Words

would

could

some

one

new

were

At the end of each unit, children are tested on the spelling of phonetically regular Pattern Words and irregular Memory Words.

More Adventures of the Superkids

Student Record Form: Formal Assessment

Student's Name: _____

Directions: After scoring a student's test, look at the completed scoring lines and record the results below. Circle +, ✓, or - to indicate the student's score for each test part. In the last column, record notes about the student's strengths and weaknesses and any instructional plans to remedy, reinforce, or extend specific skills. See page 3 for more information on formal assessment.

Test objectives	Test results	Notes on test results and plans for individual
Progress Test 1, Parts 1-6		
1 Divide words ending with <i>y, ay, ey, oy, and, oo</i>	+ ✓ -	
2 Read Memory Words	+ ✓ -	
3 Sequence steps: understand writing and its importance	+ ✓ -	
4 Understand adjectives ending with <i>-y, -er, -est</i> ; understand homophones	+ ✓ -	
5 Spell Memory Words; encircle Pattern Words	+ ✓ -	
6 Write one related sentence	+ ✓ -	
Progress Test 2, Parts 1-6		
1 Read connections with <i>is, are, are, will, decide</i> ; long-cvowel linkages and words with <i>an, all</i>	+ ✓ -	
2 Read Memory Words	+ ✓ -	
3 Identify main idea and supporting details; acceptor plot; beginning, middle, end; determine cause and effect	+ ✓ -	
4 Understand adjectives and antonyms	+ ✓ -	
5 Spell Memory Words and connections; encircle long-cvowel linkages and Pattern Words	+ ✓ -	
6 Plan a personal narrative	+ ✓ -	

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and page 4 for a list of measures you can use to differentiate instruction. For the End-of-Level Test, include notes about the student's readiness for the next level of the program. Be sure to pass this information along to the teacher who will work with the student next year.

More Adventures of the Superkids

Class Record Form for Progress Test 1

Directions: List students' names across the top of the chart. Record student's test results (+, ✓, -) for each test part. Results can be copied from the completed scoring lines on students' tests or their Student Record Forms. Use the

space below the chart to list plans for grouping and instruction. See page 4 for a list of measures you can use to differentiate instruction.

Test objectives	Test results (+, ✓, -)																				Notes
	Student names																				
Part 1 Divide words ending with <i>y, ay, ey, oy, and, oo</i>																					
Part 2 Read Memory Words																					
Part 3 Sequence steps: understand writing and its importance																					
Part 4 Understand adjectives ending with <i>-y, -er, -est</i> ; understand homophones																					
Part 5 Spell Memory Words; encircle Pattern Words																					
Part 6 Write one related sentence																					

Illustration: Mary Beth Hill, www.illustrationsforlearning.com

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A young girl with long, curly brown hair, wearing a red sweater, smiling and holding a white laptop.

Used at the beginning of the school year, this test assesses children's mastery of major skills taught in first grade, plus letter-sound correspondences taught in kindergarten.

Given at the beginning, middle, and end of the year to measure children's oral reading fluency. Results are recorded as a line graph on a Student Record Form so teachers can monitor each child's progress.

Midyear Fluency Assessment Teacher Record-Keeping Page	
Student name: _____	Date: _____
<p>Directions: Have the child read the text aloud from the student page for one minute. (Stop if the passage is too hard.) Circle one copy of each word you intended words that the child doesn't self-correct and are words omitted. Draw a slash mark after the last word read. Note: Ask the child to reread the words that you slash. Use the numbers at the bottom to determine the total number of words read. Use the formula at the bottom of the page to determine the number of correct words read per minute (CWPM). Add observations you have about the child's reading and retelling.</p>	
Smart Dog!	2
How smart do you think dogs are? They	10
can learn to come when you call them. They	19
can also learn to sit, stay, and do tricks. Did	29
you know dogs can learn a lot of different	38
words? Some experts spent those years	48
teaching a dog the names of toys. They	52
started when the dog was just a little puppy.	61
They showed her a toy and said its name.	70
Then they hid the toy and asked the dog to	80
find it. They did this again and again so the	90
dog heard the toy's name many every day.	98
She learned one or two new names every day.	108
She also had to remember the names she had	115
already learned. After three years, she had	122
learned over a thousand name! To test the	130
dog, you can put her toys in a large pile and	141
name a toy for her to get. She will find just	152
the right toy and bring it to you. That is a	163
pretty smart dog!	166
Total words read _____, errors _____ = CWPM: _____	

Midyear Fluency Assessment Teacher Page

Level 3

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Used to assess children's recognition of high-frequency Memory Words (sight words) taught in kindergarten and first grade.

Memory Words Recognition Test: Student Page

To the teacher: Use this page and the next to assess children one-on-one to see how many Memory Words taught in kindergarten and first grade that they can recall. Record individual test results on a copy of the Teacher Record/Keeping Page on page 26.

1.	2.	3.	4.
a	my	have	only
I	she	show	out
the	her	how	here
of	he	me	oh
no	his	look	any
for	where	your	day
put	what	are	good
like	why	these	very
to	when	from	want
said	which	be	boy
you	who	we	two
was	do	or	about

Level 5

Memory Words Recognition Test: Student Page

Level 5

8.

walk

give

once

done

live

eight

old

hold

write

24

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Name: _____

(Part 3 continued)

☆ ☆

Beach or Park?

The Carter family wanted to take a trip, so they had a family meeting. Addie wanted to go to the beach. Reggie wanted to go to a fun park with rides. Mom said a Venn diagram could help them pick a place.

First, Mom drew two circles that overlapped. She wrote "Beach" in one circle and "Fun Park" in the other. She wrote "Both" where the circles overlapped. Then she had the kids tell about the places and listed their ideas in the diagram.

Beach

1. swimming
2. play in sand

Both

1. family does things together
2. fun

Fun Park

1. wild rides
2. exciting

Mom and Dad looked at the list and said both kids had good ideas. Dad suggested they go to a beach near a fun park. Addie and Reggie looked at each other and shouted, "YES!"

Name: _____

(Part 3 continued)

6 What happened at the beginning of the story?

- ☐ The family met to plan a trip.
- ☐ Addie and Reggie shouted, "YES!"
- ☐ Mom listed ideas in a diagram.

7 What happened in the middle?

- ☐ The family started their meeting.
- ☐ Mom drew a diagram and listed the kids' ideas in it.
- ☐ The family visited a beach.

8 What happened at the end?

- ☐ Mom listed ideas in a diagram.
- ☐ The family met to plan a trip.
- ☐ The family decided to go to a beach near a fun park.

9 Look at the diagram in the story. How are the kids' places alike?

- ☐ Both places have swimming.
- ☐ Both places have wild rides.
- ☐ Both places are fun.

10 How was the Carter family like the men in "Strauss and Davis"?

- ☐ The people in both passages argued a lot.
- ☐ The people in both passages worked together to make decisions.
- ☐ The people in both passages used Venn diagrams.

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Level 6
Progress Test 5


23

Level 6
Progress Test 5

These eight tests, administered periodically throughout the year, assess children's understanding of skills taught in the unit just completed. Each test has multiple parts that assess different skills, including:

- phonics and structural analysis
- spelling
- vocabulary
- comprehension
- grammar
- expressive writing

See complete
tests online at
superkidsreading.org.

Name: _____		Level 6
Part 4. Child reads the sentence and fills in the bubble beside the choice that shows the underlined part written correctly or "No mistake."		
<p>1  You should hold a baby <u>carefully</u>.</p> <p><input type="radio"/> sadly</p> <p><input type="radio"/> angrily</p> <p><input type="radio"/> No mistake</p>	<p>1 <u>Dear</u> Mom</p> <p><input type="radio"/> Are you invited to a play.</p> <p><input type="radio"/> Dear Mom.</p> <p><input type="radio"/> Dear Mom.</p> <p><input type="radio"/> No mistake</p>	
<p>2 Sam was born on <u>April 7 2002</u>.</p> <p><input type="radio"/> April, 7 2002</p> <p><input type="radio"/> April 7, 2002</p> <p><input type="radio"/> No mistake</p>	<p>3 Tomorrow, Jay <u>worked</u> on an art project.</p> <p><input type="radio"/> work</p> <p><input type="radio"/> will work</p> <p><input type="radio"/> No mistake</p>	
<p>4 The hungry man ate a <u>sleepy</u> sandwich.</p> <p><input type="radio"/> large</p> <p><input type="radio"/> fast</p> <p><input type="radio"/> No mistake</p>	<p>5 Both Grandma and <u>Grand</u> came to visit.</p> <p><input type="radio"/> but</p> <p><input type="radio"/> or</p> <p><input type="radio"/> No mistake</p>	

Use commas after greeting in a letter and in a date; use past, present, and future tenses; use adjectives and adverbs; use conjunctions and; but; and or

Child's Name: _____ /B	Test Results (circle one) <input type="radio"/> above <input type="radio"/> at level <input type="radio"/> below (87%-89%)
----------------------------------	--

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Name: _____

Part 5: Child writes the beginning of a personal story about a memory.

Level 6

Progress Test

7

Think of a memory that you haven't yet written about this year. On the next page, write the beginning of a personal story about this memory. The story should start before the most important event. Remember to describe the setting and characters. You do not need to finish the story. Just write the first 3 to 6 sentences of the story.

25

Level 6

Progress Test

8

Write the beginning of a personal story

26

Level 6

Progress Test

9

Write the beginning of a personal story

27

Level 6

Progress Test

10

Write the beginning of a personal story

28

Level 6

Progress Test

11

Write the beginning of a personal story

29

Level 6

Progress Test

12

Write the beginning of a personal story

30

Level 6

Progress Test

13

Write the beginning of a personal story

31

Level 6

Progress Test

14

Write the beginning of a personal story

32

Level 6

Progress Test

15

Write the beginning of a personal story

33

Level 6

Progress Test

16

Write the beginning of a personal story

34

Level 6

Progress Test

17

Write the beginning of a personal story

35

Level 6

Progress Test

18

Write the beginning of a personal story

36

Level 6

Progress Test

19

Write the beginning of a personal story

37

Level 6

Progress Test

20

Write the beginning of a personal story

38

Level 6

Progress Test

21

Write the beginning of a personal story

39

Level 6

Progress Test

22

Write the beginning of a personal story

40

Level 6

Progress Test

23

Write the beginning of a personal story

41

Level 6

Progress Test

24

Write the beginning of a personal story

42

Level 6

Progress Test

25

Write the beginning of a personal story

43

Level 6

Progress Test

26

Write the beginning of a personal story

44

Level 6

Progress Test

27

Write the beginning of a personal story

45

Level 6

Progress Test

28

Write the beginning of a personal story

46

Level 6

Progress Test

29

Write the beginning of a personal story

47

Level 6

Progress Test

30

Write the beginning of a personal story

48

Level 6

Progress Test

31

Write the beginning of a personal story

49

Level 6

Progress Test

32

Write the beginning of a personal story

50

Level 6

Progress Test

33

Write the beginning of a personal story

Used at the end of *The Superkids Hit Second Grade* and *The Superkids Take Off*, these tests assess children's mastery of the major skills taught in each semester.

Pattern Words
with the long **ai** sound

train stain
pail fail

play clay

they hey

change
range

table
cable

freight
weight

make cake
late plate
same game
place race
drape ape
mane cane

Read your Pattern Words
5 times this week.
Check a box each time you read
all the words correctly.

☐ ☐ ☐ ☐ ☐

At the end of each week, children are tested on words from their spelling lists.

Student's Name _____

Student Record Form: Formal Assessment

Level 5

Test objectives	Test results	Notes on test results and plans for individual instruction
Progress Test 1		
Part 1 Divide words with <i>th</i> , <i>ck</i> , <i>sh</i> , <i>ch</i> , <i>wh</i> , <i>ie</i> , <i>og</i> , <i>yl</i> , <i>st</i> , <i>ay</i> , <i>ch</i> , <i>CV/CVC</i> , <i>CVC/CVC</i> and <i>CVVC</i> ; generate constructions with <i>ie</i> , <i>ie</i> , <i>ie</i> , <i>ie</i> , <i>ie</i> , <i>ie</i>	✓ ✓ -	
Part 2 Divide Pattern Words and spell Memory Words	✓ ✓ -	
Part 3 Sequence events; understand homophones; summarize; recall details	✓ ✓ -	
Part 4 Use correct pronouns and apostrophes to show possession; correct mistakes in and punctuation and capitalization	✓ ✓ -	
Part 5 Write about a favorite activity	✓ ✓ -	
Progress Test 2		
Part 1 Divide words with <i>th</i> , <i>ck</i> , <i>sh</i> , <i>ch</i> , <i>wh</i> , <i>ie</i> , <i>og</i> , <i>yl</i> , <i>st</i> , <i>ay</i> , <i>ch</i> , <i>CV/CVC</i> , <i>CVC/CVC</i> and <i>CVVC</i> ; generate constructions with <i>ie</i> , <i>ie</i> , <i>ie</i> , <i>ie</i> , <i>ie</i> , <i>ie</i>	✓ ✓ -	
Part 2 Divide Pattern Words and spell Memory Words	✓ ✓ -	
Part 3 Alphabetize to the second letter; understand descriptive language; summarize; make predictions; sequence events or steps; determine important ideas	✓ ✓ -	
Part 4 Understand that <i>ed</i> can indicate past tense; <i>ing</i> or <i>en</i> can be a compound change	✓ ✓ -	
Part 5 Write a poem using alliteration	✓ ✓ -	

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Level 5
Class Record Form for Progress Test 1

Directions: List students' names across the top of the chart. Record students' test results (✓, ✓- for each test part). Results can be copied from the completed scoring boxes on students' tests or their Student Record Forms. Use the

space below the chart to list plans for grouping and instruction. See page 4 for a list of resources you can use to differentiate instruction.

Test results (✓, ✓-)		Student names									
Test objectives											
Part 1 Divide words with <i>th</i> , <i>ck</i> , <i>sh</i> , <i>ch</i> , <i>wh</i> , <i>ie</i> , <i>og</i> , <i>yl</i> , <i>st</i> , <i>ay</i> , <i>ch</i> , <i>CV/CVC</i> , <i>CVC/CVC</i> and <i>CVVC</i> ; generate constructions with <i>ie</i> , <i>ie</i> , <i>ie</i> , <i>ie</i> , <i>ie</i> , <i>ie</i>											
Part 2 Divide Pattern Words and spell Memory Words											
Part 3 Sequence events; understand homophones; summarize; recall details											
Part 4 Use correct pronouns and apostrophes to show possession; generate and correct mistakes in and punctuation and capitalization											
Part 5 Write about a favorite activity											

Notes:

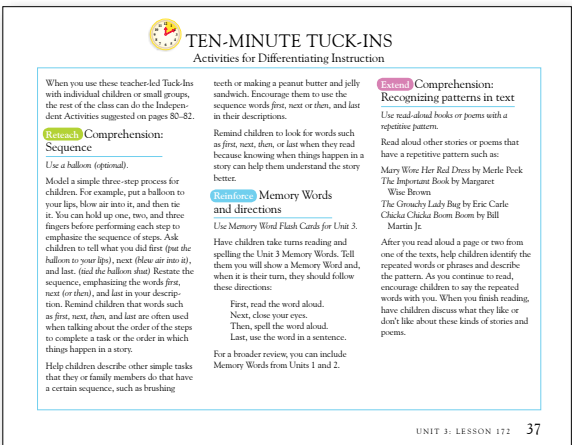
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Differentiating Instruction

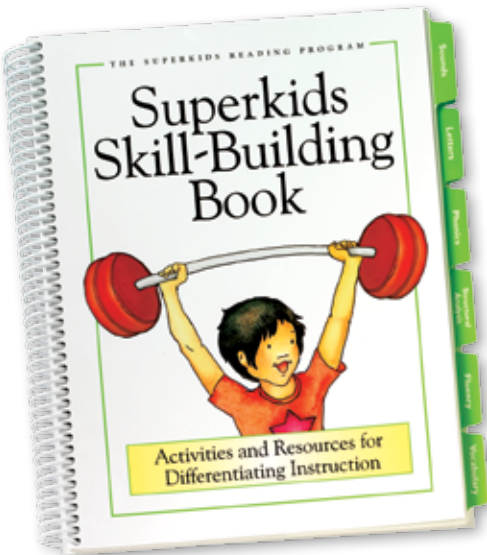


Assessments are effective teaching tools when the information they provide is used to individualize instruction so *every* child can learn and grow. The Superkids Reading Program provides a variety of resources to help teachers differentiate instruction.



Independent Activities

allow students to practice core lesson skills on their own while teachers work with others. They include blackline masters and cross-curricular activities.

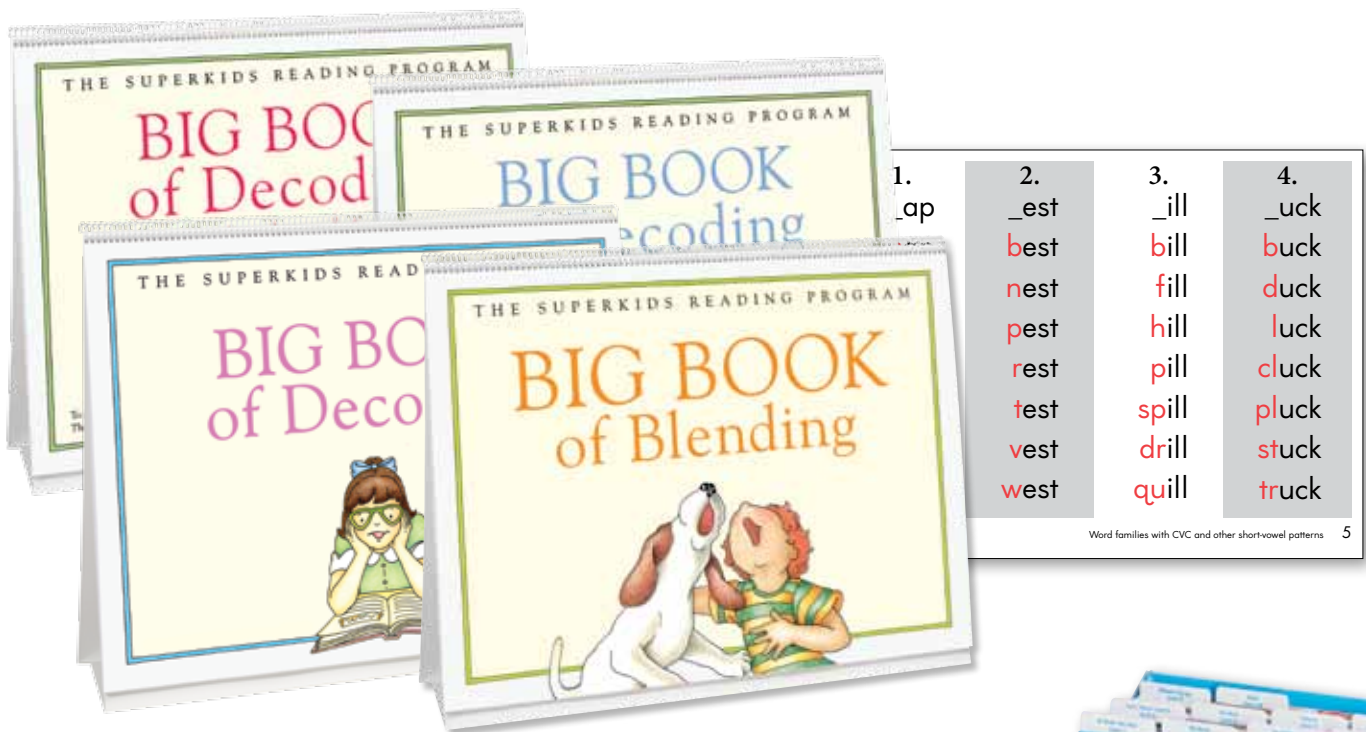
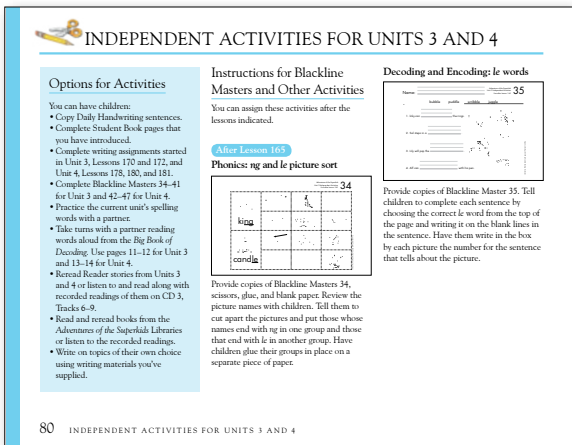


Superkids Skill-Building Book

is a comprehensive collection of activities to strengthen skills taught in the program and address gaps in children's learning. It provides quick assessments, reteaching information, targeted skill practice, and challenging activities—plus many suggestions for games that make learning fun.

Ten-Minute Tuck-Ins

are additional teacher-directed activities in the Teacher's Guides for reteaching, reinforcing, and extending skill instruction.



Superkids Libraries

provide additional reading practice with decodable texts for kindergarten and first grade. The libraries include engaging fiction and nonfiction books that are designated as easy, on-level, or challenging. Each book has a Teacher's Guide lesson and activities to develop children's comprehension and vocabulary skills. Interactive versions of the books are available online so children can read them in class, at home, or any place that has Internet access.



Recorded Readings of Texts

are available on CDs or as audio files online. Struggling readers and English Language Learners can especially benefit from listening to fluent models of reading while following along in the text. All Superkids Library Books are also available as interactive online texts with optional audio narration.





The Superkids Reading Program

is a **phonics-based program** designed just for kindergarten through second grade that teaches **all aspects of reading** seamlessly **integrated** with the language arts.

Built on **scientific research** and proven pedagogy,
it combines rigorous instruction with **highly motivational materials**.

Kids and teachers love it!



ROWLAND READING FOUNDATION

For more information, please contact your sales consultant
or the Foundation office at 800-359-7540,
or visit superkidsreading.org.